

## Textbook Alignment to the Utah Core – World Civilizations

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).)* Yes   x   No       

Name of Company and Individual Conducting Alignment:  
Elizabeth Hildebrand

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): **World Civilizations Core Curriculum**

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Title: Journey Across Time © 2008 ISBN#: 0-07-875050-4

Publisher: Glencoe/McGraw-Hill

Overall percentage of coverage in the <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> of the Utah State Core Curriculum: _____%			
Overall percentage of coverage in <i>ancillary materials</i> of the Utah Core Curriculum: _____%			
<b>STANDARD I: Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.</b>			
Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____%		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard I: _____%	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>
<b>Objective 1.1: Speculate about the factors that led to civilized society.</b>			
<b>a.</b>	Investigate hunters and gatherers.	<b>Student Edition:</b> 10, 573, 574, 580 <i>Chart 14</i> <i>Hunting the Woolly Mammoth</i> 574 <b>Teacher Wraparound Edition:</b> RS 574	
<b>b.</b>	Explore man's domestication of plants and animals.	<b>Student Edition:</b> 13-15, 574-575 <i>Chart 14</i> <i>Critical Thinking</i> 15 #3, 581 #7 <i>National Geographic</i> 13 <i>The Way It Was</i> 42-43 <b>Teacher Wraparound Edition:</b> C 15; CAT 575; E 581; R 574	

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Examine the role of irrigation in early agriculture.	<b>Student Edition:</b> 18, 29, 41, 577, 579 <i>Biography</i> 22 <i>Critical Thinking</i> 23 #3 <i>Primary Source</i> 41 <b>Teacher Wraparound Edition:</b> PS 41		
<b>Objective 1.2: Assess the impact of geography on the locations of early civilizations.</b>				
<b>a.</b>	Examine why early civilizations developed in river environments.	<b>Student Edition:</b> 17-18, 27, 39-46 <i>Chart</i> 44 <i>Critical Thinking</i> 46 #4 <i>National Geographic</i> 17 <i>Primary Source</i> 41 <b>Teacher Wraparound Edition:</b> C 46; CAT 18; IA 44; NG 39; PS 41		
<b>b.</b>	Evaluate the diffusion of civilizations.	<b>Student Edition:</b> 119, 121, 183-186, 213, 246-247 <i>National Geographic</i> 121, 246 <b>Teacher Wraparound Edition:</b> C 123; E 123; T 183		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 1.3: Examine the major characteristics of the early civilizations of Mesopotamia, Egypt, the Indus Valley, and the Yellow River.</b>				
<b>a.</b>	Analyze the social, political, and economic structure of ancient civilizations.	<b>Student Edition:</b> 17-21, 23, 27-30, 43-46, 49-52 <i>Biography</i> 22 <i>Critical Thinking</i> 46 #3 <i>You Decide</i> 24-25 <b>Teacher Wraparound Edition:</b> CTA 19; T 17; WA 19		
<b>b.</b>	Investigate the technological advancements and writing systems that developed in early river valley cultures.	<b>Student Edition:</b> 20-21, 30, 42, 50-52 <i>Critical Thinking</i> 23 #3, 52 #4 <b>Teacher Wraparound Edition:</b> C 23, 52; ICA 20, 42		
<b>c.</b>	Identify the factors that led to the rise of cities.	<b>Student Edition:</b> 14-15, 17, 18, 122-123, 125-130, 196-197 <i>Critical Thinking</i> 15 #3 <i>Reviewing Main Ideas</i> 32 #8 <b>Teacher Wraparound Edition:</b> C 15; CAT 197		

STANDARD II: Students will comprehend the contributions of classical civilizations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Investigate the purpose and influence of religions and philosophies on classical civilizations of Greece, Rome, China, and India.				
a.	Examine the essential elements of the belief systems of Greek mythology, Judaism, Christianity, Confucianism, Buddhism, Hinduism, and Islam.	<b>Student Edition:</b> 81-85, 155-156, 203-206, 235-236, 377-378 <i>Biography</i> 237, 376 <i>Chart</i> 155, 204 <i>Primary Source</i> 83 <b>Teacher Wraparound Edition:</b> C 83, 378; CTA 83; RS 81, 204; T 81, 155, 203		
b.	Examine the diffusion of Buddhism, Judaism, Christianity, and Islam.	<b>Student Edition:</b> 94-98, 100-102, 206, 208, 361-364, 412-413, 464-465 <i>Biography</i> 99 <i>Chart</i> 96 <i>National Geographic</i> 361 <b>Teacher Wraparound Edition:</b> C 102, 364; CTA 96, 361		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Compare and contrast the major philosophies of the Greeks and Chinese.	<b>Student Edition:</b> 169-171, 173, 187, 235-239 <i>Biography</i> 172, 237 <i>Chart</i> 170, 238 <b>Teacher Wraparound Edition:</b> C 173; CAT 234; CTA 171; R 173; WA 169, 236		
<b>Objective 2.2: Analyze the development of classical political systems.</b>				
<b>a.</b>	Contrast the evolution of Athenian democracy and Spartan rule.	<b>Student Edition:</b> 122-123, 125-130, 139-140 <i>Chart</i> 140 <i>Critical Thinking</i> 123 #5, 130 #3, #7; <b>Teacher Wraparound Edition:</b> C 130; CY 122; DI 126; ICA 128		
<b>b.</b>	Examine the consequences of Persian and Macedonian expansion.	<b>Student Edition:</b> 132-137, 175-176, 178-179 <i>National Geographic</i> 132, 134 <i>Primary Source</i> 175 <b>Teacher Wraparound Edition:</b> C 137; WA 134		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Contrast Zhou feudalism, the Greek city-state, and the caste system of India.	<b>Student Edition:</b> 126, 129-130, 139-140, 199-201, 229-230 <i>Chart</i> 140 <i>Critical Thinking</i> 201 #6 <b>Teacher Wraparound Edition:</b> E 130, 201; ICA 228; MA 200		
<b>d.</b>	Compare the development of the Roman and Han empires.	<b>Student Edition:</b> 244-248, 263-267, 269-271, 273-276 <i>Chart</i> 247 <i>National Geographic</i> 241, 269 <b>Teacher Wraparound Edition:</b> C 248; CTA 265; CY 246; DI 264, 270; WA 245		
<b>Objective 2.3: Investigate the importance of the expansion of trade.</b>				
<b>a.</b>	Identify routes of early colonization; e.g., Phoenician, Greek, Hellenistic, Korean/Japanese.	<b>Student Edition:</b> 121, 132, 178-179, 183-186 <i>National Geographic</i> 179 <b>Teacher Wraparound Edition:</b> C 186; E 179		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Examine the technological improvements in transportation over time.	<b>Student Edition:</b> 659-660, 727-730 <i>Critical Thinking</i> 730 #3 <i>The Way It Was</i> 726-727 <b>Teacher Wraparound Edition:</b> DI 660; R 730; T 659		
<b>c.</b>	Assess the importance of the Mediterranean and East Asian trade routes.	<b>Student Edition:</b> 121, 246-247, 447, 448, 451 <i>Chart</i> 451 <i>National Geographic</i> 121, 246, 448, 452 <b>Teacher Wraparound Edition:</b> MA 447		
<b>Objective 2.4: Evaluate the significance of classical sculpture, architecture, and performing arts.</b>				
<b>a.</b>	Examine the importance and influence of Greco-Roman art and architecture.	<b>Student Edition:</b> 162-163, 303, 326, 333 <i>Critical Thinking</i> 310 #3 <i>The Parthenon</i> 162 <i>The Way It Was</i> 333 <b>Teacher Wraparound Edition:</b> E 163; EC 333; T 303		



<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Assess the development of Indian and Chinese architecture and art.	<b>Student Edition:</b> 196-197, 215, 229 <i>Early Indian Civilization</i> 196-197 <b>Teacher Wraparound Edition:</b> EC 229; ICA 420; WA 196		
<b>c.</b>	Investigate the importance and influence of the performing arts on classical civilizations.	<b>Student Edition:</b> 160-161, 183, 501 <i>Critical Thinking</i> 163 #3 <i>Linking Past &amp; Present</i> 160 <b>Teacher Wraparound Edition:</b> CY 161; E 160		
<b>Objective 2.5: Analyze the social organization of classical cultures.</b>				
<b>a.</b>	Describe the role of slavery in Greece and Rome.	<b>Student Edition:</b> 121, 125, 126, 129, 142, 308-309 <i>Primary Source</i> 337 <i>The Way It Was</i> 319 <b>Teacher Wraparound Edition:</b> C 310; EC 307		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Compare the role of the family in Imperial Rome and Confucian China.	<b>Student Edition:</b> 234-235, 307-308 <i>Chart</i> 238 <i>Critical Thinking</i> 310 #5 <i>Picture</i> 309 <b>Teacher Wraparound Edition:</b> CAT 307; CY 308; RS 235		
<b>c.</b>	Explain the caste system of India.	<b>Student Edition:</b> 199-201, 206 <i>Critical Thinking</i> 201 #6 <i>Using Technology</i> 219 <b>Teacher Wraparound Edition:</b> E 201; MA 200		
<b>d.</b>	Compare the treatment of women in China, Athens, Sparta, India, and Rome.	<b>Student Edition:</b> 127, 129, 143, 201, 234-235, 308, 333-334 <i>The Way It Was</i> 227 <b>Teacher Wraparound Edition:</b> CAT 143; CY 308; EC 129; RS 235		

STANDARD III: Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Appraise the major characteristics of interregional contact that linked the people of Africa, Asia and Europe.				
a.	Describe the impact the Silk Road had on trade across Europe and Asia.	<b>Student Edition:</b> 246-247, 411, 428, 429, 554, 611 <i>National Geographic</i> 246 <b>Teacher Wraparound Edition:</b> CLA 247; IS 611		
b.	Discuss the importance of cross-Saharan migrations.	<b>Student Edition:</b> 381, 445, 446, 447 <i>National Geographic</i> 448 <i>Picture</i> 447 <i>The Way It Was</i> 449 <b>Teacher Wraparound Edition:</b> C 453; CAT 447; TT 449		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>c.</b>	Examine the consequences of the Crusades.	<b>Student Edition:</b> 541-543 <i>Critical Thinking</i> 543 #6-7 <i>National Geographic</i> 542 <b>Teacher Wraparound Edition:</b> C 543; CLA 541; CTA 542; E 543		
<b>d.</b>	Analyze the impact of Mongol invasion on Europe and Asia.	<b>Student Edition:</b> 425-426, 428-429, 540 <i>Critical Thinking</i> 429 #3 <i>National Geographic</i> 424, 425 <b>Teacher Wraparound Edition:</b> CTA 426		
<b>e.</b>	Examine the influence of Chinese culture on Southeast Asia, Korea, and Japan.	<b>Student Edition:</b> 409-410, 413, 499-501 <i>Biography</i> 434 <i>Linking Past &amp; Present</i> 500 <b>Teacher Wraparound Edition:</b> RC 435; T 409, 434		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.2: Assess the influence of advancing technologies on the development of societies.</b>				
<b>a.</b>	Identify the significant technological developments in Tang China.	<b>Student Edition:</b> 418-420 <i>Critical Thinking</i> 422 #3, #5 <i>The Way It Was</i> 419 <b>Teacher Wraparound Edition:</b> EC 420; ICA 420; R 422; RS 419		
<b>b.</b>	Investigate key technologies that diffused to Europe from Asia; e.g., gunpowder, printing.	<b>Student Edition:</b> 418-420, 429, 620-621 <i>The Way It Was</i> 419 <b>Teacher Wraparound Edition:</b> RS 419		
<b>c.</b>	Explain the consequences of the cannon and the longbow on European warfare and society.	This objective can be covered during classroom discussion about medieval warfare and technology.		
<b>d.</b>	Analyze the impact of movable type printing on Europe.	<b>Student Edition:</b> 620-621, 660 <i>Critical Thinking</i> 626 #4 <i>History Makers</i> 620 <b>Teacher Wraparound Edition:</b> CTA 621		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.3: Compare and contrast the founding and organization of Spanish and Portuguese colonial empires to northern European trading empires.</b>				
<b>a.</b>	Assess the expansion of Portugal and Spain on Africa, India, and Southwest Asia.	<b>Student Edition:</b> 660, 661, 669 <i>National Geographic</i> 662, 668 <b>Teacher Wraparound Edition:</b> MM 661		
<b>b.</b>	Examine the political and military conflict between the Spanish, Portuguese, and the peoples of the New World.	<b>Student Edition:</b> 596-597, 599-600 <i>Biography</i> 598 <i>Critical Thinking</i> 600 #2 <i>Primary Source</i> 597 <b>Teacher Wraparound Edition:</b> R 600; WA 595		
<b>c.</b>	Assess the impact of the exchange of ideas and goods on the New and Old Worlds.	<b>Student Edition:</b> 668-669, 696 <i>Geography Skills</i> 703 <i>National Geographic</i> 668, 695 <b>Teacher Wraparound Edition:</b> DI 667		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>d.</b>	Investigate French, Dutch, and English merchants' impact on European overseas expansion.	<b>Student Edition:</b> 660, 663-664, 666, 692, 696 <i>Critical Thinking</i> 702 #15 <i>National Geographic</i> 695 <b>Teacher Wraparound Edition:</b> CAT 666; MA 666		
<b>Objective 4.4: Investigate the rise and development of the modern European political system.</b>				
<b>a.</b>	Describe the political and economic importance of the growth of towns in northern Europe.	<b>Student Edition:</b> 528-529, 530, 531 <i>Critical Thinking</i> 531 #3 <i>Medieval City Life</i> 528-529 <b>Teacher Wraparound Edition:</b> C 531; CLA 529		
<b>b.</b>	Explain the political and economic consequences of the rise of national monarchies.	<b>Student Edition:</b> 535-540, 543 <i>Critical Thinking</i> 543 #3, #7 <i>National Geographic</i> 538 <b>Teacher Wraparound Edition:</b> CTA 537; T 535; UC 549		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
e.	Examine the influence of mercantilism and commercial capitalism on France, England, and the Netherlands.	<b>Student Edition:</b> 666-669 <i>Critical Thinking</i> 669 #5 <i>National Geographic</i> 667, 668 <b>Teacher Wraparound Edition:</b> CAT 667; RS 666		
<b>STANDARD IV: Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1: Assess the importance of intellectual and cultural change on early modern society.</b>				
a.	Compare the “rebirth” of European culture during the Renaissance with the flowering Chinese culture of the Ming dynasty; i.e., literature, art, architecture, the humanities.	<b>Student Edition:</b> 532, 609-615, 619-621, 623-626 <i>World Literature</i> 627-632 <b>Teacher Wraparound Edition:</b> ICA 623; IS 611; RS 609, 619		



<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Examine the key events and ideas of the Protestant Reformation, the Counter Reformation, and Neo-Confucianism.	<b>Student Edition:</b> 414, 634-637, 639-641, 643-646, 648-650 <i>Biography</i> 638 <i>National Geographic</i> 645 <b>Teacher Wraparound Edition:</b> C 641; CY 640; ICA 637, 646		
<b>c.</b>	Analyze the significant ideas and philosophies of the scientific revolution and the Enlightenment.	<b>Student Edition:</b> 671-676, 678-679, 681-682, 684-689 <i>Biography</i> 677, 863 <i>A New View of the Universe</i> 672-673 <b>Teacher Wraparound Edition:</b> C 689; CTA 6684; DI 672, 676, 682; T 681		
<b>d.</b>	Examine the roles and conditions of men, women, and children in European monarchies.	<b>Student Edition:</b> 526-528, 549-550, 552 <i>Critical Thinking</i> 531 #3 <b>Teacher Wraparound Edition:</b> CLA 550; HM 528; ICA 526		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.2: Investigate the role of revolution in the establishment of governmental systems.</b>				
<b>a.</b>	Explain the political, economic, and social philosophies that lead to revolution.	<b>Student Edition:</b> 681-682, 694-698, 715 <i>Biography</i> 683 <b>Teacher Wraparound Edition:</b> AP 698; RS 696; T 681		
<b>b.</b>	Compare and contrast major world revolutions; e.g., American, French, Russian, Chinese.	<b>Student Edition:</b> 695-700, 715-719, 774-775, 793-794, 796 <i>Chart</i> 715 <i>Critical Thinking</i> 700 #3 <i>Primary Source</i> 794 <b>Teacher Wraparound Edition:</b> C 700; CLA 699; CTA 717; RS 696		
<b>Objective 4.3: Analyze the economic transformation of production and distribution of goods in Europe.</b>				
<b>a.</b>	Compare and contrast capitalism and socialism.	<b>Student Edition:</b> 726, 729, 735-736, 741, 832 <i>Critical Thinking</i> 741 #4, #7 <b>Teacher Wraparound Edition:</b> CAT 736		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Explain the significance of the agricultural revolution.	<b>Student Edition:</b> 726-727 <b>Teacher Wraparound Edition:</b> CC 726; R 730		
<b>c.</b>	Investigate the impact of the first and second Industrial Revolutions.	<b>Student Edition:</b> 725-730, 732-737 <i>Linking Past &amp; Present</i> 754 <i>National Geographic</i> 725 <b>Teacher Wraparound Edition:</b> CTA 727; MA 736; RS 725; T 725; WA 735		
<b>Objective 4: Evaluate the impact of Western imperialism in Africa, Asia, and the Pacific.</b>				
<b>a.</b>	Examine the impact of Western imperialism on Africa.	<b>Student Edition:</b> 766-767, 768 <i>Critical Thinking</i> 770 #3 <i>National Geographic</i> 767 <i>Primary Source</i> 766 <b>Teacher Wraparound Edition:</b> C 770; CY 768; R 766		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
b.	Compare the reactions of China, India, and Japan to foreign domination.	<b>Student Edition:</b> 764-765, 772-778, 777-779 <i>Critical Thinking</i> 770 #5, 779 #5 <i>National Geographic</i> 765, 773 <b>Teacher Wraparound Edition:</b> C 779; CTA 765; RS 772		
<b>STANDARD V: Students will understand the interaction of peoples in the global integration of the 20<sup>th</sup> century.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 5.1: Analyze the political and economic global issues in the first half of the 20<sup>th</sup> century.</b>				
a.	Investigate the impact of totalitarianism on Europe; i.e., Stalinism, Italian fascism, German National Socialism.	<b>Student Edition:</b> 808-812 <i>Critical Thinking</i> 812 #4-5, #7 <i>National Geographic</i> 811 <b>Teacher Wraparound Edition:</b> CL 808; CY 810; R 812		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Examine the connections among WWI, the Great Depression, and WWII.	<b>Student Edition:</b> 790-791, 805-807, 812 <i>The Way It Was</i> 806 <b>Teacher Wraparound Edition:</b> RS 805		
<b>c.</b>	Assess the consequences of global war on the world.	<b>Student Edition:</b> 790-792, 829-830 <i>Critical Thinking</i> 830 #6 <i>National Geographic</i> 790 <b>Teacher Wraparound Edition:</b> DI 791; SO 804		
<b>Objective 5.2: Investigate the impact of the Cold War on integration.</b>				
<b>a.</b>	Explain the key elements of the Cold War.	<b>Student Edition:</b> 832-841 <i>Critical Thinking</i> 841 #7 <i>National Geographic</i> 832, 834 <i>The Way It Was</i> 835 <b>Teacher Wraparound Edition:</b> C 841; CLA 840; CTA 834; EC 836		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Examine the independence movements in the African and Asian colonial world.	<b>Student Edition:</b> 843, 845-852 <i>Biography</i> 844 <i>Critical Thinking</i> 852 #4 <i>National Geographic</i> 847 <b>Teacher Wraparound Edition:</b> CTA 846, 851; EC 850; T 843; WA 845		
<b>c.</b>	Determine the causes and effects of the collapse of the Soviet sphere.	<b>Student Edition:</b> 881-886 <i>Critical Thinking</i> 886 #5 <i>National Geographic</i> 882 <i>Primary Source</i> 882 <b>Teacher Wraparound Edition:</b> C 886; CTA 883; T 881		
<b>Objective 5.3: Investigate the creation of international organizations and global integration.</b>				
<b>a.</b>	Assess the impact of economic and political organizations on global relations; e.g., World Trade Organization, United Nations, Olympics.	<b>Student Edition:</b> 889-890, 837-838, 870		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>b.</b>	Examine the impact of advancements in worldwide communication/transportation; e.g., satellite communications, information technology/internet, mass transportation.	<b>Student Edition:</b> 888-889 <i>The Computer</i> 888 <i>Critical Thinking</i> 894 #3 <i>History Makers</i> 889 <b>Teacher Wraparound Edition:</b> DI 888		
<b>c.</b>	Analyze the impact of military alliances; e.g., North Atlantic Treaty Organization, Warsaw Pact, United Nations Geneva Convention.	<b>Student Edition:</b> 835, 848, 893-894 <b>Teacher Wraparound Edition:</b> ICA 835		
<b>Objective 4: Evaluate the impact of terrorism on the world's political, economic, and social systems.</b>				
<b>a.</b>	Assess the base of terrorist networks and activities.	<b>Student Edition:</b> 892-894 <i>National Geographic</i> 893 <b>Teacher Wraparound Edition:</b> CTA 890		
<b>b.</b>	Examine the impact of terrorism on the lives of people.	<b>Student Edition:</b> 892-894 <i>Critical Thinking</i> 894 #3 <b>Teacher Wraparound Edition:</b> EC 892		

<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries ✓</i></b>
<b>c.</b>	Analyze the responses of political and economic institutions to terrorism.	<b>Student Edition:</b> 892-894 <i>Critical Thinking</i> 594 #3 <b>Teacher Wraparound Edition:</b> CTA 890		